N. Y. School Journal & Educational News.

Vol. VI. NEW YORK, NOVEMBER 14, 1874. No. 195.

TERMS TO SUBSCRIBERS.

Subscription Price, - - - - $2.50 per annum in advance. Money should be sent by Draft or Postal Money order. Currency sent by Mail is at the risk of the sender.

Postage.—The legal rate of postage on this paper is 20 cents per annum, or 5 cents per quarter, payable in advance.

Money Remittences.—Never send us currency in a letter. Always get a Postal Money Order, Check, or Draft on New York; or else send the money in a registered letter. Remember *Currency sent by Mail is at your risk and not ours*

The Journal and News can be obtained of any newsdealer in the United States. The American News Company, New York, General Agents.

A Premium.—If any person now a subscriber to the SCHOOL JOURNAL in renewing his subscription will send us a new subscriber and $4.00, we will send the two papers one year. This is not a proposition to reduce the price of the paper, but an offer to pay the old subscriber 50 cents for the trouble and expense which he may incur in procuring a new subscriber and in forwarding the money. The price of the paper is $2.50.

Not Lost.

BY MARY BROTHERTON.

Being rooted like trees in one place,
Our brain foliage toss'd
Like the leaves of the trees that are caught
By the four winds of heaven, some thought
Blows out of the world into space,
And seems lost.

We fret, the mind labors, heart bleeds;
We believe and we fear,
We believe and hope, in a lie,
Or a Truth; or we doubt till we die;
Purblindly examining creeds
With a sneer.

To life we apply an inch rule,
And to its Bestower,
Each to self an infallible priest,
Each struts to the top of the feast,
And says to his brother, "Thou fool!
Go down lower."

But fall'n like trees from our place,
Hid, embedded, emmoss'd;
Our dead leaves are raked up for mold,
And some that were sun-ripe and gold,
Blown out into the world and space,
Are not lost.

The New Haven Divinity School has at last reached that point architecturally which its friends have long been aiming at, and which will relieve them from making any more appeals for its benefit for some time to come. The second new hall has just opened, giving the school accommodation for over two hundred students, and accommodation of the most improved pattern—rooms heated by steam, lighted by gas, and ventilated by magic. A feature of the new hall will be a library devoted to the extensive musical collection of the late Lowell Mason, which has become the property of the seminary. The exact number of students this year cannot be reported until later, but the prospects of an increase are good; indeed, all the seminaries are hopeful of full classes through the winter. Among the special lecture courses at New Haven, including that of the Lyman Beecher fund, a course will be delivered by Prof. Seelye, of Amherst, on the Eastern Religious and Foreign Missions.

At Wooster College, Ohio, the feminine students, it is said, equal the masculine ones in mathematics as well as in languages.

Frœbel and the Kindergarten System.

(Extrats from a Lecture delivered in London, by Joseph Payne, Professor of the Science and Art of Education.

"After looking on the pleasant scene for awhile, he breaks out into a soliloquy:—'What exuberant life! What immeasurable enjoyment! What unbounded activity! What an evolution of physical forces! What a harmony between the inner and outer life! What happiness, health, and strength! Let me look a little closer. What are these children doing? The air rings musically with their shouts and joyous laughter. Some are running, jumping, or bounding along, with eyes like the eagle's bent upon prey, after the ball which a dexterous hit of the bat sent flying among them; others are bending down towards the ring filled with marbles, and endeavoring to dislodge them from their position; others are running friendly races with their hoops; others again, with arms laid across each other's shoulders, are quietly walking and talking together upon some matter in which they evidently have a common interst. Their natural fun gushes out from eyes and lips. I hear what they say. It is simply expressed, amusing, generally intelligent, and often even witty. But there is a small group of children yonder. They seem eagerly intent on some subject. What is it? I see one of them has taken a fruit from his pocket. He is showing it to his fellows. They look at it and admire it. It is new to them. They wish to know more about it—to handle, smell, and taste it. The owner gives it into their hands; they feel and smell, but do not taste it. They give it back to the owner, his right to it being generally admitted. He bites it, the rest looking eagerly on to watch the result. His face shows that he likes the taste; his eyes grow brighter with satisfaction. The rest desire to make his experience their own. He sees their desire, breaks or cuts the fruit in pieces, which he distributes among them. He adds to his own pleasure by sharing theirs. Suddenly a loud shout from some other part of the ground attracts the attention of the group, which scatters in all directions. Let me consider. What does all this manifold movement—this exhibition of spontaneous energy—really mean? To me it seems to have a profound meaning.

It means—

"(1) That there is an immense external development and expansion of energy of various kinds—physical, intellectual, and moral. Limbs, senses, lungs, tongues, minds, hearts, are all at work—all co-operating to produce the generrl effect.

"(2) That activity—doing—is the common characteristics of this development of force.

"(3) That spontaneity—absolute freedom from outward control—appears to be both impulse and law to activity.

"(4) That the harmonious combination and interaction of spontaneity and activity constitute the happiness which is apparent. The will to do prompts the doing; the doing reacts on the will.

"(5) That the resulting happiness is independent of the absolute value of the exciting cause. A bit of stick, a stone, an apple, a marble, a hoop, a top, as soon as they become objects of interest, call out the activities of the whole being quite as effectually as if they were matters of the greatest intrinsic value. It is the action upon them—the doing something with them—that invests them with interest.

"(6) That this spontaneous activity generates happiness because the result is gained by the children's own efforts, without external interference. What they do themselves and for themselves, involving their own personal experience, and therefore measured by their own capabilities, interest them. What another, of trained powers, standing on a different platform of advancement, does *for them*, is comparatively uninteresting. If such a person, from whatever motive, interferes with their spontaneous activity, he arrests the movement of their forces, quenches their interest, at least for the moment, and they resent the interference.

"Such, then, appear to be the manifold meanings of the boundless spontaneous activity that I witness. But what name, after all, must I give to the totality of the phenomena exhibited before me? I must call them Play. Play, then, is spontaneous activity ending in the satisfaction of the natural desire of the child for pleasure—for happiness. *Play is the natural, the appropriate business and occupation of the child left to his own resources.* The child that does not play, is not a perfect child. He wants something—sense-organ, limb, or generally what we imply by the term health—to make up our ideal of a child. The healthy child plays—plays continually—cannot but play.

"But has this instinct for play no deeper significance? Is it appointed by the Supreme Being merely to fill up time?—merely to form an occasional fruitless exercise?—merely to end in itself? No! I see now that it is the constituted means for the unfolding of all the child's powers. It is through play that he learns the use of his limbs, ot all his bodily organs, and with this use gains health and strength. Through play he comes to know the external world, the physical qualities of the objects which surround him, their motions, action, and reaction upon each other, and the relation of this phenomena to himself; a knowledge which forms the basis of that which will be his permanent stock for life. Through play, involving associateship and combined action, that he is a member of a community, whose rights he must acknowledge if his own are to be acknowledged. In and through play, moreover, he learns to contrive means for securing his ends; to invent, construct, discover, investigate, to bring by imagination the remote near, and, further, to translate the language of facts into the language of words, to learn the conventionalities of his mother-tongue. Play, then, I see, is the means by which the entire being of the child developes and grows into power, and, therefore, does not end in itself.

"But an agency which effects results like these, is an education agency; and *Play*, therefore, *resolves itself into education;* education which the child virtually gains for and by himself. This then, is the outcome of all that I have observed. The child, through the spontaneous activity of all his natural forces, is really developing and strengthening for future use; he is working out his own education.

"But what do I, who am constituted by the demands of society as the formal educator of these children, learn from the insight I have thus gained into their nature? I learn this—that I must educate them in conformity with that nature. I must continue, not supersede, the course already begun; my own course must be based upon it. I must recognize and adopt the principles involved in it, and frame my laws of action accordingly. Above all, I must not neutralize and deaden that spontaneity which is the mainspring of all the machinery; I must rather encourage it, while ever opening new fields for its exercise, and giving it new direction. Play, spontaneous play, is the education of little children; but it is not the whole of their education. Their life is not to be made up of play. Can I not then even now gradually transform their play into work, but work which shall originate in the same or similar impulses, and exercises the same energies as I see employed in their own amusements and occupations? Play, however, is a random, desultory education. It lays the essential basis; but it does not raise the superstructure. It requires to be organized for this purpose, but so organized that the superstruc-

ture shall be strictly related and conformed to the original lines of the foundation.

"*I see that these children delight in movement;*—they are always walking or running, jumping, hopping, tossing their limbs about, and, moreover, they are pleased with rhythmical movement. I can contrive motives and means for the same exercise of the limbs, which shall result in increased physical power, and consequently in health—shall train the children to a conscious and measured command of their bodily functions, and at the same time be accompanied by the attraction of rhythmical sound through song and instrument.

"*I see that they use their senses;* but merely at the accidental solicitations of surrounding circumstances, and therefore imptrfectly. I can contrive means for a definite education of the senses, which shall result in increased quickness of vision, hearing, touch, &c. I can train the purblind eye to take note of delicate color, the dull ear to appreciate minute differences of sound.

"*I see that they observe;* but their observations are for the most part transitory and indefinite, and often, therefore, comparatively unfruitful. I can contrive means for concentrating their attention by exciting curiosity and interest, and educate them in the art of observing. They will thus gain clear and definite perceptions, bright images in the place of blurred ones, will learn to recognize the difference between complete and incomplete knowledge, and gradually advance from the stage of merely knowing to that of knowing that they know.

"*I see that they invent and construct;* but often awkwardly and aimlessly. I can avail myself of this instinct, and open to it a definite field of action. I shall prompt them to invention, and train them in the art of construction. The materials I shall use for this end, will be simple; but in combining them together for a purpose, they will employ not only their knowledge of form, but their imagination of the capabilities of form. In various ways I shall prompt them to invent, construct, contrive, imitate, and in doing so develop their nascent taste for symmetry and beauty.

"And so in respect to other domains of that child action which we call play, I see that I can make these domains also my own. I can convert children's activities, energies, amusements, occupations, all that goes by the name of play, into instruments for my purpose, and, therefore transform play into work. This work will be education in the true sense of the term. The conception of it as such I have gained from the children themselves. They have taught me how I am to teach."

The length of Lake Superior on a curved line is 400 miles; greatest breadth, 150 miles; area, 38,875 square miles; area of water shed, 51,638 square miles; discharge at outlet, 90,783 cubic feet per second; length of coast line, 1,700 miles; temperature of surface water in summer, 50 to 55 degrees, Fahrenheit: of the water below 200 feet, 39 degrees; deepest sounding, 1,014 feet; elevation of its surface above the sea, 600 feet.

Lake Erie — length, 240 miles; greatest breadth, 60 miles; area, 9,522 square miles; area of water shed, 21,371 square miles: discharge at outlet, 242,894 cubic feet per second; deepest sounding, 240 feet; elevation of surface above the sea, 565 feet.

Lake Huron's length is 260 miles; greatest breadth, 100 miles; area, 29,482 square miles; discharge at outlet, 283,725 cubic feet per second; deepest sounding, 702 feet; elevation of surface above the sea, 578 feet.

The length of Lake Michigan is 320 miles; greatest breadth—from Milwaukee to Grand Haven—84 miles: deepest sounding, 870 feet; elevation of surface, 278 feet.

In leng'h, Loke Ontario is 180 miles; greatest breadth, 55 miles; area, 7,181 square miles; area of water shed, 51,587 square miles; discharge at outlet, 325,839 cubic feet per second; greatest depth, 600 feet. The grand total of these lakes (including several smaller lakes,) 108,691 square miles; showing that our lakes constitute about one-third of all the fresh water on the globe.—*Michigan Teacher.*

Need of a Collegiate Education for Women.

REV. CLARK L. SEELYE,

PRESIDENT OF SMITH COLLEGE FOR YOUNG WOMEN.

Long experience has demonstrated that college graduates, other things being equal, make better ministers, lawyers, doctors and teachers; that they gain also an aptitude and efficiency in the management of men and affairs, which are valuable in many other pursuits. Such an education for men is, therefore, not despised by the multitude: they see that it puts one on the winning side; that it gives greater success in the competitive struggle for the highest prizes of life.

Most men prize their college training not so much for the increased ability which they have thus acquired for professional life, valuable as such an acquisition is, as for the higher manliness, the broader sympathies, the clearer mental and spiritual insight, which they have thereby secured.

These are ever the chief fruits of collegiate education. It does not bind a man to his trade, so that he belongs to that and nothing else, but, while it prepares him to become a master in his chosen work, it gives him also free range through all departments of mind. Without ignoring the fact that most men will be called to throw their main energies into some chosen pursuit, the college proceeds on the assumption, that in any calling a well-rounded man, with faculties properly trained and fitted for vigorous exercise, is the better man. It accordingly seeks by the most carefully devised means to develop those capacities which exist potentially in the mind, with no special reference to their practical application; at the same time maintaining, that men will be no less successful in their future employments from having had their varied faculties strengthened, and their field of vision enlarged.

A man well-formed, with mind responsive to mind wherever it manifests itself, quick in perception and energetic in action, so full of the glory of the higher revelations which are made to his mental vision, that the grosser sensual pleasures lose their charms or at least their sovereignty, with powers as well trained for life's emergencies as they are for broad sympathies, and firm friendships—this above all other things is what the college aims to produce. What attainment so priceless as such a manhood! What success sufficient to compensate for its loss! "I would give half my fortune," said Mr. Peabody, "for a liberal education." Said another of our millionaires, "Among educated men I am not at home. Books, pictures, fine arts have little interest for me; my son shall go to college, if for no other reason than that he may understand and appreciate these."

To a child there can be no meaning in a book. His untutored eyes scan listlessly the letters, but they have no message for him. Teach him the alphabet and the formation of syllables, and still the pages of Shakespeare and Milton are blind and uninteresting. A fairy tale, or a nursery rhyme may indeed now kindle the eye and gladden the face, but the richest treasures of song and philosophy remain sealed. Continue the training; stimulate the imagination; discipline the understanding; solve the mysteries of language; and what a world of thought, what sources of perpetual joy, what a stimulus to the highest mental activity, are found now in the same pages on which the listless eyes could once discern nothing but queer and unmeaning characters!

But are not these methods as applicable to woman as to man; and does she not also need an education which aims, and is so admirably contrived, to secure the greatest perfection of the intellect?

Are not her intellectual faculties worthy of the highest cultivation?

When the subject of female education was first broached in the East, a few years since, one of the prominent Mussulmans scornfully exclaimed: "Educate a girl, you might as well try to educate a cat!" We have outgrown such barbarism; our girls are not buried alive because they are worthless, nor our wives flogged because insensible to reason. Still the contempt for female talent has not entirely ceased. Nor can we deny when we compare the average intellectual capacity of the two sexes that woman seems inferior. But surely it is not fair to point to results of inferior training as evidence of inferior capacity, to shut women out from all the best schools, and then attribute her lack of knowledge to a lack of native talent.

Notwithstanding all her disadvantages, woman has always given sufficient evidence of the highest intellectual gifts. Do not her songs find an honored place in the oldest and best of books; and among the most cultured people is not woman deified as the best representative of intellectual power? It was to Athena that Athens reared her grandest monument; it was Minerva that the Romans ranked third among the Capitoline divinities; it was from the muses that the classic poets always sought inspiration; it was to Egeria that Numa looked for instruction when he would make a people's laws. Classic mythology certainly found nothing incongruous in attributing the highest thought to woman; and classic history, although woman then as now suffered from inferior education, gives abundant evidence that she did not lack intellectual power.

No people were ever richer in poets or keener critics of poets than the Greeks, yet they ranked Sappho among their first poets, and the few fragments of her verse which have been preserved justify the encomiums of her countrymen. Myrtis, the teacher of Pindar, is also said to have been no mean poet, while Corinna won five times poetic prizes over Pindar himself, although Pausanias meanly suggests that she owed her success quite as much to her beauty as to her poetic talent. And did not Socrates and other famous men frequently resort to Aspasia for instruction; and, if we may trust the Menexenus, for the best orations they delivered? Why, the Greeks said Pericles would never have made a great orator, but for that same famous woman who showed what woman might be in an age when the highest female education was confined to the hetæræ as a substitute for virtue. And who has not heard of Cornelia, that Roman matron, the mother of twelve children, and still so interested in literature that even Cicero said, she would have ranked among the first philosophers if she had not been a woman, and so devoted to her children, that her sons became through her training the first of orators and statesmen, and a grateful State erected a monument to her with the simple inscription: "Cornelia the mother of the Gracchi." Has not Kingsley also commemorated in one of his most charming novels, more historic than fictitious, the genius of Hypatia, the Alexandrian teacher of philosophy?

Many who admit woman's ability deny her need of such culture. Marriage, they say, will ordinarilly be her lot, train her for its duties and responsibilities. Give her the knowledge necessary to become a good wife and mother, and it is all she needs. Yet why make this the end of education for one sex more than for the other? We do not train men simply to make good husbands and fathers. Serious objections would indeed rest against any culture that unfitted them for such responsibilities, but do we not justly feel that to make those responsibilities the end of our training would be the surest way to frustrate it? Such an end is too narrow for either sex. If marriage be the general it is not the universal lot. What is to become of the thousands whom such an education must leave "anxious and aimless." May they not justly feel that for them at least it was a great mistake? Have our educators the penetration to detect the exceptions, and fit them for other pursuits? Woman is a member of society. She has duties to her race as truly as to her family. She is immortal, and created for a world where they neither marry nor are given in marriage. Why then make the end of her training that which is at best but partial, and in its noblest aspect but transitory?

Nor can I agree with some who claim for woman a collegiate education that she may thev

by compete with men in the learned professions. I have nothing, indeed, to say against professional life for any woman who desires it. Such a life must naturally be more uncertain for her and more difficult to prosecute successfully than it is for man; it is infinitely preferable to that indolent, aimless life which some women lead. The trouble is, by making any profession the end of her education, we are liable to the same defects, which come from making marriage an end. The woman is sacrificed to her trade. By training her merely for professional life her best powers are cramped and stunted. The gentlewoman is lost in the strong-minded.

If getting a livelihood were the end of woman's life it might be seriously questioned whether that end could not be most fully realized by renouncing it. Practical wants as we shall see, have been most completely satisfied by ministering to those which are purely ideal and intellectual. But is getting a livelihood that for which we are created, and in which we are to find our highest joy? Is it not a far higher and more worthy end to strive to become the very best that human beings can become, to seek to cultivate all our complex powers, so that none of them shall be neglected and lost, but the whole man grow up rounded and complete unto a perfect man, finding joy and strength in the use of every faculty, and glorifying the Creator in the exhibition of a truly Godlike character and intellect? Was the old catechism far out of the way when it declared the chief end of man is to glorify God and to enjoy him forever? And may not that answer have a wider application to intellectual culture than its authors supposed? For how can we glorify that Creator more than by educing most perfectly the intellect, as well as the heart and will, which he has given us?

Woman's chief and most comprehensive need of a collegiate education, is, that she may truly know that all-perfect Mind, which is neither male nor female, in whose image she also was created, and whom it is her highest glory to express, and her highest joy to apprehend?

Give woman the amplest knowledge which it is possible for her in the ordinary limitations of her earthly life to attain; the widest range of sympathies that the varied conditions of woman's life can evoke; train her at the same time to vigorous and decided action: and there is no work to which she may be called which will not at once feel the benefit of her superior culture.

More than half of our teachers to-day are women, and any one at all acquainted with our ordinary schools for young ladies will testify to the deplorable lack of method and systematic culture which now characterize them. "It is useless to attempt systematic mental training for young ladies;" said one of the teachers of a popular boarding school "their parents will not allow it, and the girls do not desire it." In most of these schools the pupils are wofully deficient in spelling, geography and arithmetic; the favorite branches being French, painting, drawing and music. Nothing we believe will sooner put an end to these absurd notions of female culture than the education we have advocated. We shall have better teachers and better courses of instruction.

But is the sphere of woman merely to minister to her husband's material comfort? Does not a man need a helpmeet in his mental as well as physical life? He may indeed marry some simple dutiful woman, who will see that his house is well kept, his table well served, and his children well dressed, and he may be content with this—ought to be if married. There is no place then for regrets. If a man or woman must carry the heaviest burden of life alone, let it be borne heroically, with no lack of love to the heart which has been taken for better or worse.

Still it is a pity to read what Hamerton gives as the confession of one of his most accomplished friends—"She knew nothing when I married her, I tried to teach her something, and it made her angry, and I gave it up."

Give woman a practical education! Why, there is none so practical as that which produces in her the most perfect womanhood. Give her that, and you ensure a better education of the race, a better fulfillment of all the duties of wifehood and maternity. Give her that, and you ensure to humanity the richest blessings and the speediest elevation.

Thus far, I presume, I have had the sympathy of nearly all believers in the higher education of woman. There remains, however, a question, so closely identified with our subject that we cannot ignore it, upon which we may not be as fully agreed. It is this: Do we need separate institutions to give woman this collegiate education?

Now it becomes a serious question, whether these distinctive traits which give the richest bloom to our civilization are not in great danger of being rubbed off by the constant attrition of the two sexes in a collegiate institution. Even if the course of study in most of our colleges be designed to give a general culture to the human intellect, and woman's intellect needs substantially the same exercise in the humanities and sciences, for its most perfect growth, still we must remember the educational influences of a college are only partially represented by its courses of study and its instructors. It has its traditions, its sports, its esprit de corps, its intellectual and moral atmosphere, which mould and stimulate all who are connected with it. Every class has its peculiar characteristics as truly as the individuals who compose it, while all the classes feel the common and stronger impress or the institution to which they belong.

What then is the character of these forces unrecognized by any academic catalogue, but no less potent in shaping the mind of its students? Why, it is what we should naturally expect it would be, exclusively masculine. The masculine type of mind is everywhere predominant, and in all probability will be as long as the institutions exist. This indeed is no disadvantage to the young men; it increases their manliness; it perfects their intellectual capacities.

But when it is proposed to introduce young women into institutions whose educational influences are so exclusively designed to develop masculine habits of thought and action, we submit whether it is merely a blind conservatism and unreasoning prejudice to maintain that the result will be the repression rather that the development of any peculiar intellectual gifts. The advantages must be all on the masculine side. I do not see how it is possible for the girls to have a fair chance to develop the highest feminine traits. Many specious analogies, I know, are given to the contrary. Put a rose bush and a pine tree in the same soil, they tell us, and each will grow according to its own law of life. But what if the same climate which strengthens the pine blasts the rose; what if the same soil which nourishes and perfects the tree starve the flower? What if the same forces which develop all that is most manly in one sex repress and dwarf all thrt is most womanly in the other.

I will not, however, tax your patience with a farther discussion of this prolific theme. Whatever be our opinions concerning co-education, or separate education, shall we not at least agree that woman needs to be educated for her womanhood; that she needs the college not merely that she may better fulfill the varied duties of maternity and wifehood, or successfully compete with men in the learned professions; but that she may be perfect as her Father in Heaven is perfect; assured that the woman is more than her trade, and womanhood more to be p.ized than any thing she can gain by her toil.

If there must be contraction, let it be where there is political patronage, and not in the only great department of the city government in which there are *no jobs*, no patronage, but far more than an equivalent for the sums expended.

Prof. Tyndall says: I have often, in the spring time, watched the advance of the sprouting leaves, and of the grass, and of the flowers, and observed the general joy of the opening leaf in nature, and I have asked myself this question: Can it be that there is no being or thing in nature that knows more about these matters than I do.

A Story That Has Some Truth in It.

BY G. DALLIS LIND.

It was a beech tree. It had stood there more winters than you or I had seen. It had been the silent witness of much history some of which will appear as we go along. As if a beech tree, or for thaq matter, any kind of a tree could be a witness. But it stood there and its long arms waved in the wind, and altogether it seemed to be as knowing as hundreds who gazed at it without a single idea being suggested to their minds by its appearance. It had a splendid opportunity for observation for it stood just in front of a little brick school house. The school house was not there when the tree was a sapling. No, the tree was a respectable piece of timber long before the bricks were burned that formed the noted little pile—the four walls that enclosed so much that I will tell you of, if you have patience to read my story.

But our tree. It was none of the kind that expended all of its vitality in aspiring towards the clouds. It believed in a broad liberality, and few trees could rejoice in a greater spread of branches or boast of affording more shelter to "fowls of the air and beasts of the field." The school children did not know how much they owed to that tree. How many swings were made of its long flexible arms, how many childish games were played in its bounteous shade, how often they gathered the triangular, juicy nuts and, yes, sometimes got whipped for bringing them in to eat in school hours. The woodpecker found a dead limb in its top, a fine drum on which to play a tune to his mate. How the boy, tired of the confinement and the dull routine of school, longed, when he saw the red-headed feathered drummer alight on the fence opposite the window, to get out to throw a stone at his birdship. Who was to blame for the cause of his love of stoning birds being greater than his love of arithmetic? Let the "school marm," who has thrown her life into her work answer. Let some of our philosophers who write for our educational journals attempt to answer. Let the institute instructor spend an hour lecturing on the subject. For their benefit I will suggest that it is not a question of metaphysics.

The tree observed all these things, but with a wisdom which only belongs to trees, kept it all to itself. Nobody expects a tree to tell its thoughts, you know.

The tree was rugged and horny, none of your smooth-faced, soft handed gentry, because it did not grow in a hot house. It had to battle with whatever came, sun, wind, rain, snow, frost or hail. It always stood up for its rights and maintained them. It had not the protection of numerous companions like its brother that stands in the heart of the forest. No, it was one of the pioneers standing on the outskirts, ready to interpose its tough arms to break the blast that would lay its smooth barked, tall neighbor prone.

Neither did it stand in a romantic spot, such as novels speak of. There was no grotto nor rocky glen in its vicinity. True, there was a little brook at the distance of a stone's throw, but it was a sober stream and little thought of except to furnish drink to the cattle. I do not know even that lovers ever sighed beneath its boughs, unless you call the cooing of the turtle dove by that name. Neither did love sick swain ever carve his sweetheart's initials on its bark. It was not smooth enough for that. Poets never wrote of it, nor under it. It had not the historical interest attached to it that had the charter oak, or the apple tree that grew over the grave of Roger Williams. But, notwithstanding, some interesting events occurred in its vicinity. Do not imagine now that I am going to relate some hair breadth adventure, nothing of the kind, only what we all see every day.

What a chapter the history of that brick school house would make. It was built long ago, it matters not when. But there were plenty of fogy teachers then, and there were some who taught then who were ahead of their time, but would be called fogies now.

There was one, the one who taught the first school in the new house, a large man, a splendid teacher of the old style. A wonderful scholar we boys thought. As I think of him now, I think of Goldsmith's school master. He was a good teacher for that time. He played ball with the big boys, but made the mistake of thumping little fellows with his fingers on the head when they become mischievous. He never spared the rod either, and the *Pater familias* thought much of him for that. But there was one objection which they made. He was a farmer. He taught in winter and farmed in summer and was accused of paying too much attention to his cattle, horses and hogs, to the detriment of his school. Some also grumbled because he received the enormous wages of $33 per month. There was another thing that no one objected to. He used tobacco to such an extent that the floor was always a mahogany color, and needed no sprinkling to allay the dust. He taught more by example than by precept. When the boys "got stalled" in arithmetic he "did their sums" for them, and they tried to imitate him. He wrote a beautiful hand, and "set copies" for us. He was a fine reader, and read a verse about with the class. The big boys vied with each other in following his tobacco chewing.

Well, quite a different character stepped on the stage when he had stepped off. The boys called him "Trip." I do not know whether it was because he was so little or because his name resembled in sound the common name of *Canis familiaris.* He had a crooked nose, and had been cross-eyed, but the surgeons had improved on that part of his physiognomy. As a teacher he was an innovation, decidedly, on established customs. Many new ideas did he introduce, but like all other men, "who for the advancement of their kind are wiser than their time," he received no credit for them. Like some other men he was troubled with that disease, which for want of a better name I shall denominate "mania for riding wooden horses." The grand science of orthography he considered the most important of all branches. So we spelled for life and death. The whole school were, indeed, wrapped in a spell. He did not believe school children ought to chew tobacco, so he spent much time about the filthiness and unhealthfulness of the habit. But *he* used tobacco. He was an old bird and could not quit. *He* believed in teaching by precept and not by example. He used to ask us questions in the evening and tell us to ask our parents or consult books to find out the answers and report to him next day. We would get up quite a little enthusiasm in our investigations. An eccentric man he was too. He had a pupil—a young lady who would not speak loud enough—and he determined to cure her of the fault. He brought one day several eggs with him, and while she was in the spelling class and would not spell loud enough he broke one of the eggs and approaching her remarked that raw eggs were excellent for the voice. The pupils had a joke on him however, over this. The remaining eggs he left in his desk and forgetting them they lay there until chemical action had converted the vital tissues of the embryo chicken into sulphuretted hydrogen. One day lo, the bottom fell out of the desk and there was the development of a chemical experiment not contemplated by the pedagogue.

Now came another—a regular college chap—fresh from the sophomore class, out into the country for a change of air, and to get a little experience among the rustics, for he had been bred in the city. Money was no object with him for he was the only son of his mother who was possessed of her thousands. He only taught for the fun of it. He soon became acquainted with a charming young lady who lived in a village six miles from the school house. His Saturdays and Sundays were spent in the village. This is not a love story but I will state that he afterwards married the lady. But he was the best teacher that school had ever seen. The people were filled with wonder when they saw how well he governed and never used the rod. It was the first term that had ever been taught without the use of that pie e of tyranny. He led us outside of books, told us many things in such an interesting way that we learned in spite of ourselves. There were some bad boys but he conquered them by moral suasion. One thing happened however to mar the harmony of the term. One day he took sick and was obliged to leave. Instead of dismissing the school he appointed one of the large boys to teach in his stead. A mischievous boy to amuse himself tried the point of a pin on the back of a very high tempered youth who sat just in front of him. Stung with a sudden paroxysm of anger he drew his jack-knife and struck at his schoolmate. The boy received the blow with his foot. The knife penetrated almost through the foot, boot and all. It was difficult to tell who was scared the worst, the aggressor, the wounded, or all the rest of us.

I must not neglect to mention that these were the days in which "barring out" the teachers had not altogether gone out of fashion. The boys liked him it seemed, yet they wanted some fun. They did not have much of it for the teacher quietly walked over to the directors and they very consistently allowed the boys to remain in the house until the next day, when one of them with a rail battered down the door. The besieged were then obliged to surrender, and that ended the matter.

The next winter, we had a unique character, but he was no improvement on his predecessor. The boys "barred him out." He was a brave man, and seizing a club he knocked out the transom and fearlessly climbed in over the door. The boys surrendered and he went about his business as though nothing had happened.

Next we had a "school marm." We had begun to be sufficiently civilized so that a woman could teach in the winter. But she was a little too much of a moral suasionist. The boys muffled the bell one day and then ran off. They did not hear it ring, and to crown all came back after awhile, with their faces blackened with charcoal. Moral suasion succeeded in washing the carbon from their faces and finally in getting them into their books, but not till they had had all the fun that they wanted. She wanted us boys to write compositions. That was a reasonable demand, considering the fact that that she never told us how, never worried us by drilling us in the use of language, never made even the slightest hints in the way of developing the hidden talent for wielding the quill that certainly existed in the heads of some of us. Moral suasion did prevail with all but one. He held out resolutely notwithstanding she patronizingly sat down by his side and with all the art of a woman coaxed and argued with him for full fifteen minutes. Those who wrote, however, determined to make her regret ever having asked them to write. Fortunately for them it was war times, and the political feeling ran high, and still more fortunate they were of opposite political opinion so they wrote political harangues that might have done credit to older heads, in substance if not in expression. She taught us to sing and perhaps that aided in subduing the wild spirits of the farmer boys. There was one boy, the pest of her life, for no monkey could manufacture more fun than he, whenever her back was turned. One day she threw his books out of the window and told him to go home. He very good-naturedly picked them up and walked back into the house. She gave him over as a hopeless case.

My story is growing too long. I will not come down to more modern times. Historians make enemies when they trespass upon recent events.

But where is our tree? It still stands waching the school house. It has begun to die at the top. Perhaps it has worried its poor brains studying over the effects of so many and varied systems of pedagogisms it has had the opportunity of witnessing. Birds sing in its sheltering branches and children play beneath it, just as they did years ago. Many of its former companions have fallen around it, just as many of the boys and girls who have passed the sunny hours of childhood in play beneath it, have fallen beneath the scythe of death that spares none, but cuts down some sooner than the rest.

I have no moral to add except let us all be careful what kind of a history we are making, for not only are silent there sentinels that stand and watch us, but may be some with whom we are now dealing with as chiidren, will give a silent watcher language in which to express its observations of our actions now.

If any of those who are molding the souls of future men and women, by reading this story—in which we hope they will see some truth—are led to reflect on the errors they have made and resolve to drown them, or upon their good actions and resolve to repeat them, the end for which I have written shall be abundantly answered.—*National Normal.*

Russian Crown Jewels.

Mrs. Guthrie, in her "Through Russia," says the crown jewels are kept in the Winter Palace, in a stone chamber with unplastered walls, furnished with four wooden stools for the soldier guards, and rows of glass-covered stands, secured by locks as well as by the royal seal. There in the middle, placed in a slooping position, was the sceptre of all the Russias, tipped by the Orloff diamond. Of coarse we were disappointed; the sceptre resembles a gold poker; and the mountain of light which we had pictured to ourselves as big as a walnut, and no bigger than a hazel-nut. But for all that it was brilliant clear, and beautiful. It is slightly flat in front, and pointed in behind, and perfectly symmetrical in shape. It is said to have a slight yellow hue, but that was not perceptible in the somewhat obscure chamber. The story of this diamond is that it formed the eye of an idol, and was stolen from a temple near Trichinopoli. It was sold, resold, and sold again, each time at a higher rate, and refused by Catharine on account of its enormous price. It was bought by Prince Potemkin, and by him presented to his mistress; the price, to an Armenian merchant, being 450,000 roubles, a life annuity of 2,000, and a patent of nobility. It weighs a little above eight carats more than the Koh-i-noor before it was cut; but the Russian diamond has in it a slight flaw, and the English brilliant is considered to be the most valuable. The dazzling splendor of the Czar's crown is not to be described. In shape it resembles a patriarchal mitre; the band which encircles the head is formed of large stones of the purest water, and from it springs four arches of brilliants, which, meeting at the top, terminate in one huge sapphire of the deepest, clearest, richest blue. That of the Empress is almost as valuable, and much more beautiful. There are numberless other jewels; a necklace of almond-shaped diamonds, twenty-two in number, with a pendant formed of fifteen, is said to be the most valuable in Europe. But we were better able to appreciate a diadem, the spikes of which were alternately tipped with diamonds and pearls. The latter were perfectly oval and slightly tinged with pink, just the hue which the sinking sun throws on a snow-peak. This enormous display of wealth left feelings of wonder rather than of pleasure upon our minds.

In no way can the intellectual status of a nation be more justly estimated than by indicating the extent of certain industries. Hence it is that the American reader will find in the following statistical statement of the state of the paper trade of the world, and the relative extent of the demand for it, a just cause for congratulation. Throughout the world there are three thousand nine hundred and sixty paper manufactories, employing eighty thousand men, one hundred and eighty thousand women, besides one hundred thousand persons employed in procuring rags or growing plants. The annual production is eighteen hundred and nine millions pounds of paper. One half of the paper is used by newspaper proprietors and publishers; one sixth for writing papers; and the rest chiefly for packing purposes. The annual consumption of paper in the so-called civilized nations is computed as follows: United States, seventeen pounds per person; Great Britain, twelve pounds; Germany, eight pounds; France, seven pounds; Italy, three and a half pounds; Spain, one and a half pound; Russia, one pound.

Connecticut Teachers' Association.

(*From our Correspondent.*)

The convention of Teachers met to day at New Haven, is one of the most remarkable, because men of the highest rank have come down to give the results of their best thinking among a group of half-educated, although ardent, men and women who labor in the public schools.

The great addresses were made by President Chadbourne of Williams, and President Porter of Yale. The meeting was large and enthusiastic.

The recently completed and magnificent high school building in which the sessions were held accorded well, indeed, with spirit of advance manifested in all the meetings. Much of the work was done in sections, which listened to several choice papers, and followed them up by discussions. The chief of these were the papers already referred to—that by President Chadbourne on "Waste Labor in Education," and that by President Porter on "Courses Preparatory to College." Following is a careful abstract of the former.

WASTE LABOR IN EDUCATION.

It is supposed that education will prevent a waste of labor; that the educated laborer in any productive employment will put his blows in the right place and strike them at the right time, so that his labor will be more efficient for the good of humanity and the world than the ill-directed efforts of the ignorant man. It is plain enough, that the world, as a whole is far enough from making all labor productive. Though ignoring pride, carelessness, and dishonesty, a large portion of the labor performed is wasted. We have but to observe for a single day to mark examples. A hundred laborers working under their own direction would starve; but directed by skilful overseers they subsist with comfort that borders on luxury. But servants waste, guardians betray, properties large and small are frittered away for want of organising and directing power. There is much fault finding with the ten hour system. Eight hours or less are wanted—but do we get six hours of good work? And with us as educators, is there less work? We must, of course, grant that there is a certain necessary waste of force in our work. There are necessary elements of waste introduced by ourselves, by students, and by parents or guardians. But is the waste all necessary? Let us see.

There is, first of all, a waste from imperfect teaching. By this I do not mean alone lack of thorough information, painfully evident as this often is. But bad habits of study are allowed to be contracted by students, which last a lifetime. We raise all too seldom an accurate standard of knowledge. We suffer our pupils to learn as a boy would make a stone fence—all at hap-hazard, with the results of a struggling heap where there should be a wall. The worst of which is that the slovenly habit of acquisition sticks, so that we may be reminded of the Grecian musician who asked twice as much for teaching those who had other instructors—one-half for unteaching the pernicious. We should study not only to accumulate information in our pupils, but to cultivate in them clearness of thought, accuracy of conception, and precision of expression.

A second source of waste, is the teaching of unimportant things. Our text-books are crammed with details of information which can only be of value in later research, and which only serve to confuse and burden the mind. If any one of you take his best scholar, and ask him to write out, when he has finished a given text-book, just what he remembers of that book, you will find that he will put down less in proportion to the cumbersomeness of the volume. We need clear, terse, outline text-books. We should get them if we would cut down our text-books a half or more. The writers would grumble, but it would be as when a college student grumbles at having his professor run his pen through his finest passages. Let me specify, thirdly, that I do not mean that we should teach less, but that we should teach more valuable matter—that our whole force should be spent only in what is valuable. There are things that many cannot learn to advantage—details of language and of the higher mathematics—which should be given the go-by by many. Throwing these by, we need to put every energy in ourselves, and bend every energy in our pupils, to the most thorough learning of what is most essential and logically valuable.

Just here we are met, fourthly, with the plea that learning needless things—as long lists of prepositions, that the pupils may know them when they turn up in parsing—is excellent discipline, that it is "good to be afflicted." Well, so it is, but the whole of the world's framework is arranged to give affliction in such liberal measure that we need not go out of the way for it. It were good exercise to cut down oaks with stone hatchets, but axes of the best steel would cut down more oaks, and it is the best steel that our day must use. It used to be held that children were toughened by exposure to dampness and stresses of weather, and those that lived did seem to grow hardy; but that fallacy has long been exposed. We need then to free our text-books of the succession of puzzles which depress the pupil who regards them as essentials, and teach real essentials. Akin to this evil is that of teaching children branches for which they are not yet ripe in age. There is on the one hand a great difference in the capacities of children, and, on the other, great diversity of fitness for given pursuits in even highly capable children. By overlooking these facts, whole schools are often made treadmills, wanting spontaneity and the best work. Up to 14 the child should study only lightly, in simple arithmetic, geography and natural science, with so much training in geography and history as will make newspapers intelligible, and with so much general reading as will give an appetite for good literature. But in the main, what is taught should be in quantities only to create an appetite, and the rest of the child's energy should be put upon physical development, which again should not be overstrained, while the body is freed from all strain and exposure. Of another system there are some bright results, as that of a John Stuart Mill, but the results are exceptional, and I should say that even that case was of the nature of a warning.

A fifth source of waste consists in wrong classifications in schools. Perfect grading is difficult in country schools, but the spirit of it should be carried in the teacher's mind and animate his work. There is a danger of laying too great stress on rules and regulations. There would best be some lunge; its absence kills spontaneity, represses individuality, substitutes burdens for what should be joyous, healthful work.

A sixth evil is that clinging to worn-out methods because successful men have used them. The way the Linnæan method of botany was clung to illustrates my meaning, or the old practice of college prayers before daylight, or the case when a schoolhouse was modeled after a pretty good one in another place, of which the great fault, however, was that it had to be built on a very narrow strip of land. It is hard to be specific here without offending living writers.

There are, seventhly, two sources of work for which the teacher is not responsible: first, that of dullards being sent into high classes or high institutions, who can never succeed. The dullard is to be cared for as the blind or the dumb, but he should not be sent to be a dead weight to teacher or class into a place too high for him. This remark includes many who are strong only in certain directions, and who are thus forced into high places. The other source of waste lies in parents suffering pupils to be absent much from school, or to enter late in the term invariably. Either practice works great friction and waste of force.

There are, eighthly, two source of waste for which the teacher is responsible. The first is want of enthusiasm in teaching. He who lacks this should stop teaching at once. The work that he gets from scholars is drudge work, and goes for little. The other source of waste is neglect of inculcating essential moral principles with the other teaching. When that is not brought in, one prime element of power and vitality is left out, both for the work at the time and for its results.

It is for us as teachers to learn our profession, to study more and more for perfection in it ourselves, and for perfection in the knowledge of the practical application of that knowledge; and it is for us to carry into our work a high enthusiasm which shall not only sustain us, but be half of the battle in the way in which our pupils shall catch it, as by a gracious contagion.

The following sensible advice we copy from the Indiana *School Journal* for November—a most excellent number. The affectation to which it refers is far too prevalent.

How to Pronounce THE and A.

These two words, when spoken alone, are always pronounced the and a, giving the long sound to the vowels; but when they precede other words and are not emphatic, they are shortened a little. The sound given is called the *obscure* sound.

Because children that have been poorly taught sometimes in reading (they never do so in talking) separate these little words too far from the words that follow, and give the long vowel sounds too distinctly, some teachers have been led to correct the fault by requiring the children to give the sound of short u for each of these vowels. So the child, instead of saying *a* man, is taught to say u man; instead of the horse, thu horse, etc. Nothing could be worse. It is the height of absurdity, high authority to the contrary notwithstanding. The *e* and *a* retain their long sounds, except that they are rendered a little *obscure* by the following words when pronounced in quick succession. The *quantity* is changed, but not the *quality*.

When these words are spoken aloud, they are always the and a, and when they precede another word they are "obscured" *naturally*. It is a waste of time to teach children to make them obscure. Teach them to read in an easy, natural tone of voice, and the proper sound comes of itself. A child never makes the mistake in conversation, and it will not in reading when well taught. Whoever heard a child say, in talking, "I saw the horse look over the fence into the garden." But even if it should be so spoken, that would not be half so bad as for him to say, "I saw thu horse look over thu fence into thu garden."

Teach children to read as they talk, and our word for it the fault will take care of itself.

Seventy colleges in the United States have this year conferred an aggregate of one hundred and eighty-five honorary D. D.'s and LL. D.'s, forty-nine of the latter, one hundred and thirty six of the former. Last year, eighty-five of our colleges and Universities bestowed one hundred and one LL. D.'s and one hundred and forty-nine D. D.'s. These figures only approximate total for either year. Probably the full number of honorary degrees of LL. D. and D. D. last year did not fall short of three hundred, and this year the number must be in the neighborhood of two hundred and fifty. There seems to be a growing chariness in regard to the bestowal of these honors. One or two Universities have already made announcement that candidates for D.D. must submit to an examination before the propriety of bestowing the degree will be considered.

The well-known Scotch publisher, John Blackie, died lately in Glasgow, aged ninety-two years. He was originally a weaver by trade, but when still young went into a book store, and finally became one of the most celebrated publishers of Great Britain.

New York School Journal,
AND
EDUCATIONAL NEWS.

PUBLISHED WEEKLY.

NEW YORK, NOVEMBER 14, 1874.

WILLIAM L. STONE, } Editors.
AMOS M. KELLOGG, }

WM. H. FARRELL, Business Agent.

The columns of this paper are always open to all educational writers for the discussion of any live subject pertaining to the cause of Education. We invite contributions from the pens of Teachers, Principals and Professors; all contributions to be subject to editorial approval. Our friends are requested to send us marked copies of all local papers containing school news or articles on educational subjects.

We cannot return unaccepted articles unless sufficient postage stamps are enclosed for that purpose.

We want a SPECIAL AGENT in every town to whom we will pay a liberal compensation. Send to Editors for terms, etc.

OFFICE No. 17 WARREN STREET. NEW YORK.

To our Readers.

We ask your attention to the excellent article from the pen of Sup't Packard, of Saratoga Springs. It will well repay the perusal. We have also given space for President Chadbourne's address, and to a clear statement of Froebel's views on the Kindergarten Idea; we have added the address by President Seelye of Smith College, referred to in our last. These are the "fat of the land," and we recommend you to read them with care.

The Compulsory Act.

The main points of this Act are three:

I. DUTIES OF PARENTS:

(*a*) They must send every child between 8 and 14 to school for 14 weeks, or the same at home, or to night school for double the time. (Sec. 1.)

(*b*) If children have been discharged from employment because of not having been taught according to law, they must be sent as above. (Sec. 4.)

(*c*) If parents cannot induce them to go, as above, they must be turned over to the trustee. (Sec. 7.)

2. DUTIES OF EMPLOYERS:

They must not employ children unless they have a certificate that these have attended, as above. (Sec. 2.)

3. DUTIES OF SCHOOL OFFICERS:

(*a*) In September and February of each year, they must examine into the condition of the children (visit manufactories, etc., and look at certificates, etc). (Sec. 3.)

(*b*) Report all violations. (Sec. 5.)

(*c*) Establish a truant's school. (Sec. 8.)

(*d*) Furnish books. (Sec. 6.)

4. It is plain that as the law does not go into effect until the 1st of January, 1875, the parent has all that year to comply with the law, else he would be punished for acts committed before the law went into operation.

The last eccentricity of Mr. Ruskin is setting up a tea shop. His object in setting up this shop is that the poor round about may be able to get their tea and coffee pure and unadulterated.

Among the Evening Schools.

GRAMMAR SCHOOL, No. 19.

Here is, indeed, an elegant building for school purposes. No expense or comfort is wanting. The rooms are large, ceilings high, and furniture convenient. The number enrolled is 600, and the number present to-night is 432; the number of assistants is 14. We find one class of adult pupils that contains several women who look as though they were fifty years of age. They are, doubtless, in some labor work like housekeeping, or machine-sewing, or ironing during the day; they bear the mark of hard labor. There are many, we learn, who are dress-makers, hat and cap makers, clerks in fancy stores, and such like.

One-half of these pupils attended last year, and returning as they do, show that the personal power of the teacher and the desire for knowledge operate here as among those who have greater opportunities. The studies are reading, writing, arithmetic, and spelling; few go beyond these elements.

The principal is Miss Mary A. Underhill, who is also principal of Primary School No. 23, in St. Mark's Place—the former Model school for the Normal College. She has infused a genial and happy spirit among these young girls, who smile to see her enter the room.

There have been as visitors, Trustees Wagner, Henry Merz, Adam Weber, and ex-Trustee Therry, Inspector Woods, assistant-superintendent Wm. Jones, John H. Lycett, and principal William Smeaton (No. 19).

No. 11.

No one can visit the evening schools without being convinced that their usefulness far surpasses the popular expectation, and especially is this true of the schools for girls.

In Seventeenth street, near Eighth avenue, is one under the charge of Mira Jennie Ure; it is held in Grammar School No. 11. Most of the pupils are drawn from the vicinity of that immense thoroughfare, the Eighth avenue, and are consequently clerks, workers in the various shops in various occupations, and apprentices. The principal, as in most other of this class of schools, seems to have a lively interest in the welfare and progres of her pupils; especially watchful of the adult classes. In evening schools for females, the ability of woman as a teacher is apparent. She has sympathy with her less favored sisters, who are struggling to obtain a scanty supply of knowledge. Assistant-superintendent N. A. Calkins, has visited the school and certified to its efficiency. Also, several of the trustees.

No. 33.

There are here several classes of women who, although advanced into middle life, still have the divine thirst for knowledge. Thursday night is well known, of late years, in New York, as *servants' night*—then master and mistress must stay at home. Now *servants' night*, at No. 33, brings in a much larger attendance than any other night during the week. Miss Charlotte Farrel, the principal, who evidently cheers and animates all that come within her reach, informs us that among her pupils, in addition to the usual occupations, there are those that color maps and prints, engrave on glass, and manufacture the tassels so common now as dress trimming. Here we found John Jasper, jr., assistant-superintendent, upon his round of inspection, and several of the trustees.

While making these notes, the bell sounds for nine o'clock. The girls all assemble, ready to be dismissed. They look generally very happy. As in No. 11, there are those over whom Fancy has waved her magical pinions. An ornament decks nearly every ear; the hair, in obedience to fashion is arranged or (disarranged?) on the forehead, many times quite becomingly. Who shall say how the Future looks to them! The piano sounds, and they slowly march out, and the elegant room and its solemn commandments written in golden letters upon the wall, is filled with darkness.

Mrs. J. T. Benedict's School.

There can never be too many of those who perform the part of real teachers; and, especially, are such welcome to parents in this metropolis, where influences abound to distract the attention of their daughters from study and culture. Mrs. Benedict is one of the best known of our city teachers, for she has won a reputation by a close adherence to those well-settled maxims of education:—To furnish suitable objects of thought, to exercise thoroughly the minds of her pupils on them.

The course of study has three divisions—Primary, academic, and collegiate, so that pupils of all ages receive appropriate instruction and culture. In this labor she has the aid and counsel of her husband, one of the soundest of teachers; Prof. Benedict's Algebra, edited while he was in the Free Academy, is still considered by many mathematicians as unsurpassed as a text-book.

As a boarding-school, it must be peculiarly pleasant and profitable: for it is a household conducted with Christian love, care, and faithfulness.

Dr. Crosby has spoken in just terms of "Her sound judgment, her well-furnished mind, her conscientious faithfulness, and her patient industry."

The situation, at No. 7 East Forty-second street, makes it accessible. Near by is Mr. Tyng's elegant church. Mr. Hepworth's is only one block away. The house itself is most convenient and perfect in its arrangements.

Mrs. Benedict calls to her aid the ablest professors in the French and German languages, as well as in vocal and instrumental music. Lectures are delivered by Drs. Crosby and Parker; Prof. Ebell, on Natural Science; and on history by Dr. Lobberton. In this way superior advantages are enjoyed by the pupils.

We find on our table the New York School Journal, asking exchange. We most willingly comply with its request. Its columns are filled with matter of a solid character, with an occasional poem or short sketch introduced by way of variety. It has for its object, the discussion of live subjects pertaining to the cause of education. We hope the Journal will continue to come, will always give it a welcome.—*College Olio.*

The Wabash schools have been noted, since the reign of J. J. Mills, for the exceeding small number of cases of tardiness in proportion to the number of pupils. The first month's report of this year shows only *six* cases of tardiness, with an average belonging of 607, and an average per cent. of attendance of 95. This is certainly remarkable. D. W. Thomas is the superintendent.

New York Nautical School.

A Nautical School is about to be opened in the harbor of New York, on board the ship "St. Mary's."

The Board of Education for the city of New York is authorized by law to maintain a Nautical school for the education of pupils in navigation, and the Chamber of Commerce appoints a committee of its members to serve as a Council.

Congress authorised the use of some national vessels, and under this act the Navy Department has offered the use of U.S. ship "St. Mary's," and have, at the special request of the Commissioners, detailed Commander Robert L. Phythian, U.S.N., to act as Superintendent of the school.

When a pupil has passed successfully through the prescribed term, from eighteen months to two years, he will be awarded a certificate bearing his rating and general character, which will always insure him employment.

On leaving the school, efforts will be made to obtain for the boys holding certificates, positions on board the best ships out of New York. Boys returning from their first voyage will be desirous of qualifying themselves for the position of mate or captain; to assist such, further instruction will be given. Boys not under fifteen years of age, having the written consent of their parents or guardians, will be received on the following conditions:

1st. They must be of sound constitution.

2d. They must evince some aptitude or inclination for a sea-life.

They will be uniformed and supplied with bedding, for which a moderate charge will be made.

They will be carefully instructed in all the duties of a seaman, such as boxing the compass, knotting and splicing, the strapping of blocks, reefing and furling, heaving the lead, using the palm and needle, the handling of boats under oars and under sail, swimming, etc.

They will also be drilled in the working of Marine Artillery (great guns), the use of small arms, and the cutlass exercise.

After the semi-annual examination, boys of merit will be granted leave to visit their homes for a short period. Under the same conditions boys whose parents reside in the vicinity of the port, may be granted an occasional leave to remain out of the ship over night, when it does not interfere with their studies.

The advantages which this school presents for a fine physical training, combined with all the instruction necessary to fit a lad to be a good seaman, fore-mast hand, or officer, has never before been offered in this country outside the regular navy.

Any person desiring further information can address David Wetmore, Chairman Committee on Nautical School Board of Fducation, 146 Grand street, or 365 Greenwich street.

Kindergarten News.

Mrs. John Ogden has left Columbus, Ohio, and gone to Chicago. We think the people of Columbus are simply foolish to allow such a valuable teacher to leave them. Her equal will not be found. We understand that as soon as they found out that she was *really going* they made fine offers if she would stay.

Miss Marwedel has opened her school at 800 Eighteenth street.

Meerschaums.

Although the services of that celebrated young man who "devoted his whole attention" to coloring his meerschaum, are not in such requisition as formerly, yet the importation and use of that article have become within the last few years, so extensive as to justify an inquiry into its nature and origin.

Meerschaum is a compound German word, signifying "foam of the sea." Meer "sea," and schaum "foam." Hence, has arisen the very general belief that it is a substance which, like amber, is washed up on the banks of the inland European seas. This impression moreover, has doubtless been confirmed by the poetic fancy of the Germans, who have woven into their smoking songs the history of its origin as follows: Venus, beholding on one occasion her father, Jove, smoking a clay pipe, descended into the depths of the sea, the home of the sea-nymphs, and shortly after returned, bearing in her hand a beautiful meerschaum, shaped after her own features, which she presented to Olympian Jove, with these words:

"Oh, father," cried she, "not that of common earth,
Shall the base product of the peasant sod
Share the affections of Olympus' God ?
Thy favor for my loving gift is claimed,
Behold this meerschaum, from the sea-foam framed !"

A serious objection, however, to this story is, first, that authorities are generally against the supposition that the heathen gods were addicted to smoking; and secondly, that the meerschaum is not a product of the sea, but of the land. It is a white, flakey kind of clay, composed of Hydrate of magnesia and silex, and is found in small quarries in various parts of Europe, but particularly in Switzerland, and in Natolia, Asia Minor. When first taken from the quarry it is soft, and with water makes lather like soap.

The best and purest meerschaums have a bluish tinge, and their surfaces are covered with small star-shaped flecks. Besides this, there are seven other inferior qualities, all of which, however, are genuine meerschaum. A peculiarity of the first quality, which is well known to smokers, is its capacity of receiving a high polish. Hence, the name has been given to it of spiegel meerschaum, Spiegel being the German word for mirror. Until lately the high price of this particular kind has prevented its general use, but large quantities are now imported into this country, in the "rough," overcoming in a great measure, this objection.

After the pipe has been carved out of the original clay, it undergoes what is called "the boiling process." Until this has been done the pipe cannot be smoked to advantage, as it will neither color nor take on a high polish. The reason of this is readily explained. Like all varieties of clay, this peculiar kind, called meerschaum, when exposed to the air becomes dry and hard, thus preventing the absorption of the nicotine, or the oil of tobacco, which gives it that rich, dark chestnut color, which smokers so highly prize. When boiled in oil or wax the particles of clay are forced apart by the heat, and the oil or wax introducing itself between them, retains its position when the pipe is cool. Again, when the pipe is heated by smoking, the particles of meerschaum separate; the oil or wax becoming melted, exudes, and the nicotine takes its place and imparts to the meerschaum its own rich color. This is the whole philosophy of that which is called in common parlance "coloring a meerschaum."

It is this power of absorption which makes smoking from a pipe composed of meerschaum less injurious than from one of ordinary clay or wood. They oil of tobacco, or nicotine, is equally deadly and almost as rapid in its action as strychnine.

Nicotine it will be remembered, was the awful agent chosen by Bocarine fer poisoning his brother-in-law, a few years since in Belgium, because it killed and at the same time left no sign whereby to convict him. At each whiff a large drop of the oil of tobacco circulates through the mouth. Indeed it is quite a trick of smokers to blow the smoke out of their mouths through a white handkerchief, thereby condensing the nicotine on its surface. Five drops of the oil of tobacco will kill a large dog, and, it is said, can be so highly concentrated that a single drop will instantly kill an elephant. This poisonous element of tobacco smoke the meerschaum absorbs in large quantities, thus preventing it from passing into the mouth of the smoker.

The genuine and imitation meerschaums so closely resemble each other that even connoisseurs are deceived, until the clay is heated, when the genuine is easily distinguished from the imitation. This latter is generally composed of the parings of meerschaums, called "chips," moulded together into form. When heated, however, a pipe composed of these "chips" being unable to contract or expand uniformly, usually cracks, and the wax in it not being equally absorbed, slowly burns, emitting at the same time, an offensive odor.

Although the mania which prevailed in this country a few years since among our collegians for coloring merschaums has in a great manner died out, yet the pipe of that material for reasons just mentioned, is still popular, and will doubtless remain so until a better material shall be found to supercede it.

Until recently, Vienna was the only place where meerschaums were manufactured. Lately however, that city, after having enjoyed the monopoly for more than two centuries, has found two rivals in Paris and New York. Large quantities of the meerschaum clay in blocks are now yearly imported into this city and placed in the hands of skilled artisans, who turn them out into finished specimens of art.

For a long time past smokers have been divided into two classes—the admirers of the pipe and the cigar; and the war between these two has waged as fiercely as the war of the roses. Previous to the events of the last few years, cigars were gaining ground, but since the sudden rise in value and the high taxes and duty upon tobacco, have advanced the price of cigars, pipes have been in the ascendant, and probably will be for some time to come.

Worth Attending to.

As teachers are continually exhibiting their teeth, it is of the highest importance that they keep them in the best of order. We advise all to have decayed teeth filled at once, and to have them carefully examined from time to time. As we personally know Mr. W. J. Stewart, of 330 West 30th street, we can heartily recommend him to the teachers. His prices are *low*, and he does honest work.

Unconscious Teaching.

BY SUPT. L. S. PACKARD, SARATOGA SPRINGS.

As we walk in God's golden sunlight, or in the silvery sheen of night's milder queen, we carry with us a second self, running before us and apparently calling us onward, or gliding with easy familiarity at our side, or crowding closely upon our retreating footsteps; this second self claims a perpetual companionship and will admit of no divorce. Changing in accordance with circumstances; lengthening, shortening; now the exact counterpart of self, and now distorted into the most grotesque absurdities, the shadow, unless we are buried in darkness, is forever with us and cannot be shaken off.

So too, standing or walking in the light which our Creator has shed and is shedding upon our intellectual and moral natures, this soul and spirit life of ours, is casting, as it were, a constant, but *unseen* shadow upon all whom we habitually meet.

From us and from our lives, there is flowing upon our daily associates a constant influence; unseen and usually unfelt by us, but yet as often more powerful for permanent good or ill, than our most triumphant labors and most earnestly directed efforts. But our simile does not end here. It is by the mingling of light and shadow, that the face of Nature is glorified in all her changing moods. It is by copying their delicate as well as sublime interweaving that artists place portions of that same face upon canvas and give immortality to art. Or again, how very subtile the chemical change wrought upon the photographer's plate by mingled light and shade thrown off our unconscious selves.

So too, this second self or ours may glorify some rugged and intense nature brought in contact with our own; or it may be the copy to be consciously taken; or the truthful impression to be unconsciously given and unconsciously received. We stamp ourselves unconsciously upon those with whom our daily associations are made.

It is this unseen, unfelt and yet constant influence going out from us while in the schoolroom that I style *unconscious* teachings.

Do we realize as fully as we ought, fellow teachers, that when we step into the schoolroom and place ourselves before one hundred, fifty, or twenty-five active, restless bodies, containing expanding, growing, and immortal powers that, so to speak, there are two of us. One to be seen and heard; the other to be felt. One self being literally in the imperative mood, commanding, exhorting, entreating, permitting all through the busy hours of the school day; the other being as truly in the indicative mood, asserting and declaring itself as surely as Heaven's evening dew upon the tender grass; and often adorning the after life of the recipient pupil, as brightly as the same dew drops glistening in the morning sun. The one by the power of thought, ingenuity, tact, and even muscle, leading, inducing, pushing, forcing; the other, either like a poisonous exhalation, or like a fragrance sweeter than that of Araby the Blest, unseen and at the time unknown, insinuating itself into and taking permanent hold of those, who for a time, are placed under our care.

I used the words permanent hold; and with thought of what I wrote. For are not the strongest and most lasting impressions, of any time in the voyage of life, and made by any person, the impressions made by teachers? And of the impressions made by teachers, those which are most permanent, are not those made by the sharp, and pointed characteristics, either of intellect or manner; but they are those resulting from the unconscious distillation of the whole resultant character, of self, upon the unconsciously recipient youth. Toward which of our teachers, do our minds now turn with the greatest pleasure and confidence? It is not, I think, to those *recollected* as marked for perfection of method, or sterness in discipline, or strictness in requirement; but to those who stamped self upon us, and whom we ever *remember* to still surround with a halo of lingering affection. It was often said, and the same may be said of other teachers, by those who knew M. Holyoke Female Seminary during the days of Mary Lyon, its founders, and for many years its principal, that they could tell at sight, a graduate of that institution; not by any oddity of manner or absurdity in character: but from a practical compactness, completeness, and nobility evinced in showing forth the character of the true woman.

What was it but the teachers' die upon the pure gold of youth; the impression of Mary Lyon upon every one of her pupils. An impress, both made and received in a very large degree, silently and unconsciously. I have thought, and is it not likely, that the difference between a *good teacher* and a *poor teacher*, lies far more in the quality of this *unconscious* teaching, than in the quality of the work consciously and intentionally done?

"The fragrance of a well spent life," is a term often applied to those who have been called to the higher life. It is not wholly a figure of speech. And I am sure that the fragrance of a well spent teacher's life is no myth.

A very pertinent question grows out of the above thoughts, viz.: granted that we, as teachers often unconsciously teach more than by our recognized efforts, of what value will a knowledge of the fact be to the teacher? and will not such a knowledge prevent the unconscious work. No. Could a knowledge of its colors on the part of a flower prevent its impressions of beauty on you and me? Could an ignorance of the existence of involuntary muscles render them any more useful to us? No. The knowledge of the existence of this unseen influence, unfelt and yet powerful for every moment of our time, and motion of ourselves ought to place us under self restraint, and hold us under self control; and in looking for the effects of such influence upon our scholars, we shall be led to study and to know them. Self-restraint, self-control, and a thorough knowldge of the material on which we work, are foundation stones of the teacher's personal influence.

CONGRESS AND EMPIRE SPRING CO.—It gives us great pleasure to learn that this Company were never in so prosperous a condition, as at the present time. Indeed, its transactions seem to sorm an exception to the general dull times, inasmuch as the sales of the water were never so large as at present. This is just as it should be. It is true there are people, who, from time to time, decry the Congress Spring—alleging a deterioration of its mineral strength, and medicinal propenties. Still, complaints of this kind regarding Congress Spring and others, have been rife for the last twenty years. Believe them not. Long habit of useing them begets a necessity for increasing the dose, just as the pampered epicure requires more highly seasoned dishes from year to year, and just as the toper mixes more brandy with his water as he staggers along the journey of life. Again, the peculiar state of one's stomach is often such as to render these waters less pungent to the taste at some times than at others. Who has a right, moreover, to anticipate a natural or pleasurable zest in the taste of anything, if, for instance, he has been chewing or smoking tobacco. Let the public, then, depend upon it that the Congress Spring has not deteriorated since it has been in the hands of Dr. Clarke. Never has it taste been more grateful than at the present time.

The Late James Kelly.

A meeting of the Board of School inspectors was held in the rooms of the Board of Education, for the purpose of taking action on the death of the late James Kelly, one of their associates. Mr. Andrew Mills presided and Mr. A. McL. Agnew acted as Secretary. Among those present were Superintendent Kiddle, Inspectors E. H. Kimball, J. W. Gerard, W. H. Gray, Charles Spear, Professer Miller, Mr. Kiernan, Secretary of the Board of Education, and a number of others.

Mr. Mills spoke in feeling terms of the high character and benevolence of the deceased and the noble works he performed.

His life had been an honorable one, he had lived the allotted time of man and is gone, leaving us and all our friends to mourn his loss.

A letter was here read from Mr. S. S. Randall, Inspector of the Eighth district, paying a high tribute of respect to the memory of his late associate.

Mr. Gerard offered suitable resolutions, also in a few well chosen words, paid a high tribute to the memory of the deceased.

Mr. Kiddle said Mr. Kelly was a man to be loved. His unselfishness and thoughtfulness for others was calculated to excite in all who knew him an affectionate regard. He had endeared himself to every teacher and every pupil. His name was with them as a household word, and the remembrance of his beautiful character is still with us, and is left as a legacy to the pupils in the schools and to us.

Mr Kelly had not long held the office of inspector when he conceived the excellent idea of presenting gold medals to some of the most meritorious pupils attending the public schools in his district. He was a man of fine culture and intelligence, and was the posessor of a personal magnetism that drew around him a host of admiring friends.

The meeting then adjourned.

Prof. Guyot, of Princeton College, the physical geographer, has been requested, by the American Association for the Advancement of Science, to prepare a biography of Prof. Agassiz. He is a native of Switzerland, and has been a personal friend of Agassiz from his boyhood. He was associated with the studies of the glaciers pursued among the Alps by the great naturalist, and was induced by him to emigrate to this country in 1848.

Female students are to be admitted to the medical department of California University.

The Freshman class of Williams College, Mass., numbers sixty; the largest for many years.

The sensualist, whether man or woman, will stamp upon his or her offspring the marks of vice; and especially will intemperance in drink display its baneful influence through several generations. In fact, with the increasing power of hereditary proclivity descending from father to son, there would seem to be no hope for a family subjected to the consequences of ancestral vice—and so it would be but for counterac-

tions interposed by a like process of nature. There is a warning in the frail constitution which is one of the incidents, and the predisposition to an early death. Greater care is therefore made necessary—yet this is generally insufficient, at least during the first generation, to prevent the fatal development in early life of the vice inherited from a depraved ancestor. If there should be physical strength there will be gross indulgence. But whatever the cause may be, whenever there is an inert habit of body without moral refinement, brutish vices are apt to be developed, especially intemperance, and there is ordinarily no cure for this but what nature has provided, viz.: the pain of disease—which if unheeded, an early death or a wretched imbecility is the alternative.

1s. Let every man use the powers which God has given him, strictly in accordance with their natural scope, and be content with that measure of active efficiency and influence appertaining to these powers in their proper healthful development. To aspire beyond this is to attempt rashly a scheme of life not designed for him, and which, if pursued, will be abortive and likely to end in misery and vice.

2d. Avoid all resorts to artificial aid for the purpose of obtaining a temporary vigor, either of mind or body. Any thing beyond the natural supply of force by the aliment of healthful food, only reacts and is followed by depression. Especially is this true of alcoholic exhilaration. It may promote convivial wit an hour or two in the evening, but it makes a dull and ill-natured companion in the morning. For any serious and continuous labor it is as unfit as the running of a horse up hill in order to get greater impetus—a forced effort resulting in a more speedy exhaustion.—*Sanitarian.*

BOOKS RECEIVED.

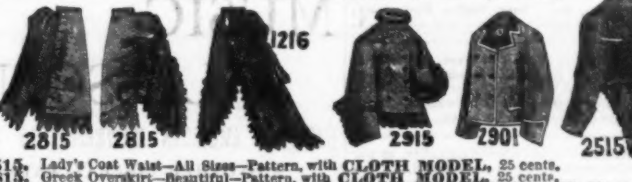
Shaw's New History of English and American Literature; Wiley's Elocution and Oratory; Freeman's Outlines of History; Mrs. Laura B. Humphrey's Art of Reading Music; M. Foster's Science Primer on Physiology; Schermerhorn's American Educational Annual; Monteith's Elementary Geography; Tillinghast and Morton's Song Fountain; Phillips' Elements of Geomery.

General Information.

"HOUSEKEEPER" OF HEALTH.—The liver being the great depurating or blood-cleansing organ of the system—set this great "housekeeper of our health" at work, and the foul corruptions which gender in the blood, and rot out, as it were, the machinery of life, and gradually expelled from the system. For this purpose Dr. Pierce's Golden Medical Discovery, with very small doses of Dr. Pierce's Pleasant Purgative Pellets are pre-eminently the articles needed. They cure every kind of humor, from the worst scrofula to the common pimple, blotch or eruption. Great eating ulcers kindly heal under their mighty curative influence. Virulent blood poisons that lurk in the system are by them robbed of their terrors, and by their persevering and somewhat protracted use the most tainted systems may be completely renovated and built up anew. Enlarged glands, tumors and swellings dwindle away and dissappear under the influence of these great resolvents.

A ROUGH, coarse skin on the face is anything but pleasing to look upon, especially so with ladies. By using *Madame de Rossa's Antheo*, the coarsest skin can be made to glow with freshness and beauty. Antheo is the only harmless preparation in use. Price, 50c. Miller Bros., 113 Maiden Lane, N. Y.

RUPTURE can be cured without suffering. Elastic Trusses are superseding all others. Before buying metal trusses or supporters, call or send for a descriptive circular to the Elastic Truss Company, 683 Broadway, New York.



INSTRUCTION.

VASSAR COLLEGE, (Poughkeepsie, N. Y.)—a College for Young Women. John H. Raymond, L.L. D., President. For catalogues address W. L. Dean, Registrar.

ADAMS ACADEMY, Quincy, Mass Founded by President John Adams. Prepares Boys for College in the most thorough manner. Address W. R. Dimmock, Master.

CAZENOVIA SEMINARY. Established in 1824. Has prepared over 600 Young Men for College. Address W. S. Smith, Cazenovia, N. Y.

COLLEGIATE INSTITUTE, (New Haven, Conn.) Preparatory to Yale College. Address W. H. Russell, New Haven, Conn.

HUNGERFORD COLLEGIATE INSTITUTE. Thorough preparation given for any College or Polytechnic school, or for West Point Apply to Albert B. Watkins, A. M., Principal, Adams, N. Y.

MILWAUKEE ACADEMY, Milwaukee, Wis. Established in 1864. A thoroughly reliable College—preparatory School for Boys. For Catalogues address A. Markham, Principal.

NORWICH UNIVERSITY, Northfield, Vt. A Military College, established in 1834. Preparatory Department. Thorough Classical, Scientific and Military Instruction. Address Prof. Chas. Dole.

WILLISTON SEMINARY, (Easthampton, Mass. Complete in its equipments for Classical and Scientific study. Apply to M. Henshaw, Prin.

MRS. J. T. BENEDICT'S Boarding and Day School for Young Ladies and Children is located at No. 7 East Forty-Second Street. The Fall Term commenced Oct. 1. For full particulars send for a circular.

MOUNT PLEASANT MILITARY ACADEMY. A select Boarding School for Boys, at Sing Sing on the Hudson. The course of instruction embraces the following departments: Classical, Modern Languages, Elementary, Mathematical, English Studies, and Natural Science. Classes are also formed in Music, Drawing, Fencing and Elocution. A thoroughly organized Military Department. Riding School, with well-trained Horses. Gymnasium, &c, Year began Wednesday, Sept. 16. J. HOWE ALLEN, Principal, Sing Sing, N. Y.

MISS COMSTOCK, Nos. 32 and 34 West 40th Street, Reservoir Park. English, French and German Boarding and Day School for young ladies and children. Fall Term Boarding pupils limited to sixteen, Application may be made personally or by letter.

CIVIL AND MECHANICAL ENGINEERING, at the Rensselaer Polytechnic Institute, Troy, N. Y. Instruction very practical. Advantages unsurpassed in this country. Graduates obtain excellent positions. For Annual Register, containing improved course of study and full particulars, address
Prof. CHARLES BROWNE, Director.

ELMIRA FEMALE COLLEGE. This is a college of the highest rank for well prepared students; it has also eclectic and preparatory departments, with superior instruction in music and art; terms moderate. Send for catalogue to Rev. A. W. Cowles, D. D., Elmira, N. Y.

ADRIAN INSTITUTE, Iselin, N. J., one hour from New York, on Philadelphia R R., opened Sept. 8. Seminary for young ladies. Principals, Mrs. L. H. Mathews and Mrs. M. E. Baebler. A complete course of instruction in English, French, German, Music, &c. Pupils taught to think. Address as above, or No. 221 West 15th Street, N. Y.

FORT WASHINGTON FRENCH INSTITUTE, Boarding and Day School for young gentlemen, 171st Street and King's Bridge Road, New York. (Former residence of L. P. Martin, Esq.) Twentieth year. Year began Sept. 16. V. Prevost, Principal, successor to Lespinasse & Prevost. Circulars on application at the Institute, Station "M," or at G. Lespinasse's, 12 Pine St., N. Y.

BROOKLYN HEIGHTS SEMINARY and Boarding Day School for young ladies, Nos. 136, 138 and 140 Montague Street, Brooklyn, N. Y. Opened Sept. 23, 1874. Charles E. West, L.L. D., Principal.

MISS HINSDALE, assisted by Dr. George S. Blackie, of the Universities of Edinburgh and Bonn. English, French and German Boarding and Day School for young ladies and children, (formerly Mrs. Macauley's,) Nos. 274 and 277 Madison Avenue.

PACKARD'S BUSINESS COLLEGE.—No 805 Broadway, corner 11th st.; individual instruction; students can enter at any time during the year with equal advantage. Call or Send for circular.
S. S PACKARD & CO.

INSTRUCTION.

NEW YORK CONSERVATORY OF MUSIC, No. 5 East Fourteenth street, near Fifth avenue, next door to Delmonico's.
BROOKLYN BRANCH,
102, 104 and 106 Court street, near State.
OPEN DAILY FROM 9 A. M. TO 8 P. M., FOR THE RECEPTION AND CLASSIFICATION OF PUPILS.
THIS CELEBRATED MUSIC SCHOOL offers the accumulated advantages of many years of successful operation.
The corps of professors now numbers forty-one of the ablest instructors in the country.
PRIVATE AND CLASS INSTRUCTION in all branches of music and modern languages at moderate prices.
The first prize in music was awarded to one of our pupils by the New York Normal College.
The Orchestral schools will be continued as usual. An Amateur English and Italian Opera will also be instituted, in which pupils will be assigned full parts. The Library will be complete.
CLASSES LIMITED to two and three pupils.
STRICTLY PRIVATE lessons when desired.
N. B.—The New York Conservatory is the only chartered Conservatory of Music in the State, having no branch except in Brooklyn, and being entirely distinct from other institutions which imitate its name, evidently with the view of obtaining patronage thereby.

SCHOOL CIRCULARS,
MONTHLY REPORTS,
CERTIFICATES, &C.
Promptly, neatly and cheaply executed at the
SCHOOL JOURNAL OFFICE,
17 Warren Street, - - New York City.

NATIONAL SCHOOL
OF
Elocution and Oratory,
1418 CHESTNUT ST., PHILADELPHIA,
J. W SHOEMAKER, A. M., Principal.
Class and Private Instruction. Send for Prospectus.

MUSIC LESSONS.

NATIONAL AMERICAN UNIVERSITY OF MUSIC,
AND OTHER LIBERAL ARTS.
Chartered by Special Act of Legislature.
J. J. WATSON, President. DR. O. R. GROSS, Secretary.
24 West 14th Street.
STRICTLY PRIVATE LESSONS ONLY.

NATIONAL SCHOOL OF TELEGRAPHY,

139 EIGHTH STREDT,
(Bet. B'dway and Fourth ave ,) NEW YORK.
Is the largest and most successful School for giving thorough instruction in Telegraphy, and fitting students for positions in the United States. Thirty-eight distinct offices, placed in charge of as many pupils, who transact business in the same manner as in regular Telegraph Offices. Practical instruction in management of offices, instruments, wires and batteries, A visit to this School at any time will convince ALL that it is no humbug. Terms, etc., to be had by applying as above.

Paine's Business College

Removed to 1,275 Broadway,
Cor. 34th Street Junction 6th Avenue.
Paine's down-town College, 62 Bowery, cor. Canal. (Established 1849.) Specialties: Book-keeping, Arithmetic, Mathematics, Grammar, Spelling, Languages. Twenty-four Writing Lessons, $2.50. Ladies qualified as Book-keepers and Cashiers Instruction every day and evening.

THOMPSON'S BUSINESS COLLEGE,
30 Fourth Avenue, opposite Cooper Institute.
Bookkeeping, Writing, Arithmetic, Reading, French and German. Ladies' Department, Day and Evening. Telegraphy taught practically. Demand for Operators.

INSTRUCTION.

GRAND
Conservatory of Music,
OF THE CITY OF
NEW YORK.
112 FIFTH AVENUE,
Between 16th & 17th Sts., (Knabe Building.)
The most successful and complete Music School in the World.
All branches of Vocal and Instrumental Music practically and theoretically taught, by the most eminent instructors, at moderate prices.
The Amateur Orchestra meet every Tuesday, at 8 P. M.; Classical Soirees by the Professors, every second Wednesday; Lectures every third Wednesday.
Opera Recitals every fourth Wednesday in each month.
The Library, consisting of 15,000 musical works, is accessible to pupils.

BROOKS SEMINARY FOR YOUNG LADIES.
LOCATION, the "City of Schools," in the Suburbs.
BUILDINGS new — Grounds large. Family limited to 60.
STUDIES arranged in Preparatory and Collegiate Courses.
Ladies prepared for Vassar College. Principal, M. B. J. White. Teachers —7 resident, 2 non-resident. For particulars address EDWARD WHITE, Poughkeepsie, N. Y.

JACKSON MILITARY INSTITUTE,
TARRYTOWN-ON-THE-HUDSON.
A SELECT BOARDING SCHOOL FOR BOYS.
The course of instruction embraces Classical Modern Languages, Elementary, Mathematical, English Studies, and NATURAL SCIENCE, Music, Drawing and Elocution, MILITARY DRILL, Gymnasium, &c. REV. F. J. JACKSON, Principal.

FAMILY BOARDING SCHOOL
FOR BOYS AND GIRLS.
A real Home, and thorough tuition.
Address REV. J. L. SCOTT, Hammonton, New Jersey.

HIGHLAND MILITARY ACADEMY, Worcester, Mass fits boys and young men for common and scientific pursuits. Its superior merits stated in circular. C B. METCALF, A. M., Superintendent.

THE WORCESTER FREE INSTITUTE offers a thorough technical education, with special attention to practice. Address
PROF. C. O. THOMPSON, Worcester, Mass.

WOMAN'S MEDICAL COLLEGE of Pennsylvania, North College Avenue and 22nd Street, Philadelphia. The twenty-fifth annual session will open Thursday, Oct. 1st, 1874, and will continue twenty-two weeks. For particulars address RACHEL L. BODLEY, A. M., Dean.

MADAME O. da SILVA and MRS. ALEX. BRADFORD'S (formerly Mrs. Ogden Hoffman's) English, French and German Boarding and Day School for young ladies and children, No. 17 West 38th Street, New York. Application may be made personally or by letters, as above.

NEWTON COLLEGIATE INSTITUTE, Newton, Sussex Co., N. J. A thorough home school Non-sectarian. Young men fitted for business or for any college. A collegiate department for young ladies. Every branch, including Music, French, German, Drawing and Painting, a specialty A spacious enlargement of boarding-house, with modern improvements, will be ready for ladies in September. Direct access by railroad. Terms moderate. Send for catalogue. S. S. Stevens, A. M., Principal.

D'AERT'S INSTITUTE, Miss M. A. E. Phillips, Principal. English, French and German Boarding and Day School for young ladies, No. 26 East Fiftieth Street, between Madison and Fifth Aves. Number of boarding pupils limited to 14.

KINDERGARTEN.
Mrs. Kraus-Boelte and Prof. Kraus, formerly of No. 7 Gramercy Park, who will open their KINDERGARTEN. INTERMEDIATE CLASS, MOTHERS' CLASS and TRAINING CLASS FOR KINDERGARTINERS, Oct. 1, at 26 E. Fiftieth Street. where applications may be made personally or by letter.

MRS. GARRETSON'S English, French and German Boarding and Day School for young ladies and children, at No. 52 West 47th Street, New York.

Publishers' Department.

What the Publishers Propose.

Our Premiums.

For $3.00 you will receive the NEW YORK SCHOOL JOURNAL, 16 pages (weekly), one year and a

Perfection Folio

for binding the JOURNAL. Each number can be inserted as received, and is better, and more tastefully bound than an ordinary book.

For $3.50 you receive the NEW YORK SCHOOL JOURNAL and a copy of

How to Teach,

The great book for Teachers and School Officers. A manual of methods for a graded course of instruction, embracing the subjects usually perused in Primary, Intermediate, Grammar, and High Schools; also suggestions relative to Discipline and School Management.

For $4.00 you receive the NEW YORK SCHOOL JOURNAL and one of Dreka's

Dictionary Blotters,

Being a combination of Blotting-case with complete list of words which writers are liable to spell incorrectly.

For $4.50 you receive the NEW YORK SCHOOL JOURNAL and a

Font Pen with Capillary Feeder.

This is a very useful and attractive article made of hard rubber, of a suitable size to carry in the pocket, and holds ink enough for twenty hours' continuous writing. It will take an ordinary gold or steel pen, which can be inserted and changed as readily as in a common holder. It is entirely under the writer's control. This is the most simple and satisfactory Fountain Pen, and is just the thing for teachers and all writers.

For $6 you receive the NEW YORK SCHOOL JOURNAL and one of "Webster's National Pictorial"

Dictionaries,

1040 pages, octavo, 600 engravings.

With these Premiums we are giving the JOURNAL for almost nothing. We do this for the purpose of giving it a wider circulation.

SCHOOL TEACHERS

SUBSCRIBE FOR THE

New York School Journal

AND

EDUCATIONAL NEWS.

It will Cost you $2.50 a Year.

This is a little less than five cents per copy. Every live teacher should have a copy. Sample copies sent free.

—o—

COLLEGE STUDENTS

25 Cents for Outfit for the liveliest and spiciest School Journal published. You will not regret it. Full instructions sent with each Outfit.

—o—

LADY TEACHERS

Will hear of something to their advantage by addressing the

New York School Journal,

No. 17 Warren St.,

NEW YORK.